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ABSTRACT

This study reviews admissions policies at Oklahoma state colleges and universities to ensure that implementation of admission standards is consistent with the policy's intent and to document the impact of policy on student success. The report covers the period fall 1989 (the year prior to the phase-in of higher admission standards) to fall 1998. Data were drawn from the Unitized Data System, the National Center for Education Statistics, and the Oklahoma State Department of Education. Among the study findings are the following: (1) from fall 1989 to fall 1998 enrollment increased 2.9 percent at comprehensive, state, and regional universities; and (2) the decrease in freshman enrollments directly from high school parallels the decline in the number of high school graduates. However, the percentage of high school graduates enrolling directly in the state system increased from 38.5 percent in fall 1989 to 42.8 percent in fall 1998. The report concludes that the data support continuation of current admission standards; that minority freshman enrollment and dropout rates are not being negatively impacted by the higher admissions standards; and that all students desiring to pursue higher education in the state have access through three entry routes: two-year colleges, regional universities, and comprehensive universities. Eighteen data tables are included. (SM)

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ED 443 313

Oklahoma State System of Higher Education

ADMISSION POLICY IMPACT STUDY

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Admission Policy Impact Study

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Oklahoma State Regents for Higher Education

ADMISSION POLICY IMPACT STUDY
April 2000

Executive Summary

PURPOSE:

- The State Regents require a periodic review of the admission policy to assure that the implementation of the admission standards is consistent with the intent of the policy and to document the impact of the policy on student success. This report covers fall 1989, the year prior to the multi-year phase-in of increased admission standards, to fall 1998 and replicates five previous studies since 1991.

- In 1989, the admission standards at the comprehensive universities required an ACT score in the top 50 percent or high school rank in the top 50 percent or high school GPA of 3.0 or higher. The admission standards have been incrementally increased since 1990, reaching their highest level in 1992. The standards in this study are a high school rank in the top 33.3 percent and a GPA of 3.0 or an ACT score in the top 33.3 percent. Due to the improved performance of Oklahoma high school students, the top one-third ACT score increased to 22 in fall 1996 at comprehensive universities. In fall 2000, the ACT at the University of Oklahoma will increase to 24 and rank to top 30 percent as requested by the institution.

- In 1990, the regional universities required for admission an ACT score in the top 66.6 percent or high school rank in the top 66.6 percent or high school GPA of 2.7 or higher. The admission standards have been gradually increased since 1991, reaching their highest level in 1993. For admission to a regional university, a student must achieve a high school rank in the top 50 percent and a GPA of 2.7 or an ACT score in the top half. Due to the improved performance of Oklahoma high school students, the top one-half ACT score will increase to 20 in fall 2000. Northeastern State University has been requiring an ACT of 20 since 1990.

FINDINGS:

- Similar to the national trends, total fall semester enrollment in the State System peaked in fall 1992 with 163,988 students. From fall 1989 to fall 1998, total fall semester enrollment increased 2.9 percent.

- From fall 1989 to fall 1998, total fall semester first-time freshman enrollment increased 8.9 percent in the State System, increased 6.6 percent at the comprehensive universities, increased 14.0 percent at the regional universities, and increased 7.6 percent at the two-year colleges. Although there was an overall enrollment increase at the comprehensive universities, OU increased 26.6 percent and OSU decreased 11.3 percent.

- Enrollments of freshmen directly from high school in the State System decreased from 14,428 in fall 1989 to 12,820 in fall 1994, then increased to 14,388 in fall 1998. The decrease in freshmen directly from high school corresponds to the decline in the number of high school graduates. However, the percentage of high school graduates enrolling

directly in the State System increased from 38.5 percent in fall 1989 to 42.8 percent in fall 1998.

- The first-year dropout rate decreased from 11.9 percent for fall 1989 freshmen to 10.2 percent for fall 1996 freshmen at the comprehensive universities. At the regional universities, the first-year dropout rate increased from 23.0 for fall 1989 freshmen to 27.7 percent for fall 1994 freshmen, then decreased to 23.9 percent for fall 1996 freshmen. At the two-year colleges, the dropout rate increased from 32.0 percent for fall 1989 freshmen to 37.4 percent for fall 1994 freshmen, then decreased to 33.6 percent for fall 1996 freshmen.

- From fall 1989 to fall 1992, the six-year graduation rates increased from 51.8 to 52.3 percent at the comprehensive universities and decreased from 35.5 to 33.4 percent at the regional universities. At the two-year colleges, the three-year graduation rates decreased from 16.5 for fall 1989 freshmen to 13.6 percent for fall 1992 freshmen, then increased to 15.6 for fall 1995 freshmen.

- The percentage of new freshmen at the comprehensive universities who have an ACT of 21 or higher increased from 58.3 percent in fall 1989 to 78.6 percent in fall 1995. Since fall 1996 when the top one-third of Oklahoma ACT scores increased to 22, the percentage of first-time freshmen with an ACT of 22 or higher increased from 72.8 percent to 75.2 percent in fall 1998. At the regional universities, the percentage of first-time freshmen entering with an ACT of 19 or higher increased from 39.8 in fall 1989 to 65.5 percent in fall 1998.

- Since the core high school curriculum requirements increased from 11 to 15 units in fall 1997, the percentage of freshmen who took the core increased from 72 to 76 percent at the comprehensive universities, from 55 to 60 percent at the regional universities, and from 41 to 44 percent at the two-year colleges.

- From fall 1989 to fall 1998, the proportion of minority students in the freshman class increased for the State System from 18.3 to 27.5 percent, from 15.2 to 22.8 percent at the comprehensive universities, from 24.6 to 32.0 percent at the regional universities, and from 16.4 to 27.2 percent at the two-year colleges. The percentage of Native Americans, African Americans, Hispanics, and Asian Americans all increased at each tier.

- Of those students admitted through the alternative admission category, 8.9 percent at comprehensive and 6.7 percent at regional universities were scholarship athletes. With average ACT scores of 19 at the comprehensive universities and 17 at the regional universities, these students earned an average GPA of 2.53 and 1.78 and completed an average of 13 and 8 hours, respectively.

CONCLUSIONS:

The *Admission Policy Impact Study* is an attempt to determine the effects of the increased admission standards on the State System and the institutional student profiles. Information generated through this review process is used by the State Regents to determine whether the admission standards are appropriate and if the goal of enhancing student success is being met. As with past versions, this study was limited to a few of the many factors that can affect student admission and retention.

It is not possible to conclude that the increase in admission standards caused, solely or in part, any particular result; however, the following conclusions can be made:

- Data support continuation of current admission standards.

- There is a direct relationship between core high school courses and performance on the ACT. All research data agree that high school students who take challenging high school courses in core subject areas perform higher on the ACT. In keeping with these findings, in December 1999, the State Regents approved a third avenue for admission based solely on a student's GPA in the 15-unit high school core curriculum. The third option also rewards students for taking challenging Advanced Placement courses.

- Because taking more core courses improves ACT scores, the number of students with ACT scores at or above the minimum should continue to increase slightly because the number of required core high school units increased from 11 to 15 in fall 1997. The State Board of Education's incentive program for Advanced Placement (AP) courses in the high schools should continue to raise high school performance.

- All students desiring to pursue higher education have access via the State Regents' three roads of entry as represented by the three tiers: two-year colleges, regional universities, and comprehensive universities. Additionally, all students desiring to attend and/or graduate from a particular comprehensive or regional university have access via the special admission provisions or the two transfer admission categories.

- The State System can expect an increase in enrollment due to improved or stable retention and because the number of high school graduates is projected to increase through 2000-2001.

- The number of first-time freshmen who are 21 years of age or older may continue to decline due to an improved economy.

- Minority freshman enrollment and dropout rates are not being negatively impacted by the increased admission standards, especially at the comprehensive universities.

Oklahoma State Regents for Higher Education

ADMISSION POLICY IMPACT STUDY
April 2000

PURPOSE:

The State Regents' *"Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System"* (II-2-35) requires a periodic review of the admission policy implementation. The purpose of the review is two-fold: (1) to assure that the implementation of the standards is consistent with the intent of the policy and (2) to document the impact of the policy on student success.

This report covers fall 1989, the year prior to the multi-year phase-in of increased admission standards, to fall 1998 and replicates five previous studies since 1991. The information in the tables was updated to the latest year available. As with past versions, this study was limited to a few of the many factors that can affect student admission and retention. It is not possible to conclude that the increase in admission standards caused, solely or in part, any particular result.

BACKGROUND:

As described in Table 1, the comprehensive universities increased admission standards beginning in fall 1990 by requiring both a minimum high school GPA *and* class rank. Then the comprehensive universities raised the high school rank criterion and the ACT percentile from 50 percent to 40 percent in fall 1991 and to 33.3 percent in fall 1992.[1]

The regional universities raised their high school rank and ACT requirement from 66.6 percent to 60 percent in fall 1991, to 55 percent in fall 1992, and to 50 percent in fall 1993. Also in fall 1991, the regional universities required a minimum high school GPA *and* class rank.[2]

For the past several years, the ACT score, high school rank (top 33.3 percent at comprehensive universities and top 50 percent at regional universities), and GPA (3.0 at comprehensive universities and 2.7 at regional universities) minimums have remained the same. Due to higher ACT scores reported for Oklahoma high school graduates, the top 33 percent ACT score increased from 21 to 22 in fall 1996 at the comprehensive universities. Similarly, due to the improved performance of Oklahoma high school students, the top one-half ACT score will increase to 20 in the fall 2000.

In 1988, Northeastern State University requested higher admission standards than the regional tier. In fall 1991, students entering NSU were required to achieve an ACT score

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[1] In October 1998, the State Regents approved a request from the University of Oklahoma to increase admission standards to an ACT composite score of 24 and a top 30 percent high school rank beginning in fall 2000.

[2] Beginning in fall 2000, the required ACT score for admission will increase from 19 to 20 at regional universities.

of 20 or higher or a 3.0 high school GPA or class rank in the top half. In fall 1992, students were required to score a 20 or higher ACT score or rank in the top 55 percent *and* achieve a high school GPA of 2.7 or higher. In fall 1993, the class rank requirement returned to the top 50 percent.

In addition to the two regular avenues of admission just described[1], the State Regents' Admission Policy has multiple "Right to Try" opportunities and a second chance provision: alternative admission, adult admission, home study or unaccredited high schools, summer provisional admission (four-year institutions only), summer curricular deficiency program (regional universities only), and transfer probation. Oklahoma State University had an additional fall "Right to Try" provision from fall 1995 to fall 1997. The Admission Policy also provides standards for high school students to enroll concurrently.

Table 1

Semester	ACT	High School Rank	High School GPA	"Right to Try" Categories
Comprehensive Universities				
Fall 1989	50% or	50% or	3.0	Summer, Special Waiver, Adult, Home Study or Unaccredited High School.
Fall 1990	21 or	50% and	3.0	Summer, Special Waiver, Adult, Home Study or Unaccredited High School.
Fall 1991	21 or	40% and	3.0	Summer,* Alternative, Adult, Home Study or Unaccredited High School.
Fall 1992 Fall 1993 Fall 1994 Fall 1995	21 or	33% and	3.0	*The State Regents modified the Summer Admission Program for comprehensive institutions in 1993.
Fall 1996 Fall 1997 Fall 1998	22	33% and	3.0	
Regional Universities (minus NSU)				
Fall 1990	19 or	67% or	2.7	Summer, Special Waiver, Adult, Home Study or Unaccredited High School.
Fall 1991	18 or	60% and	2.7	Summer, Summer Provisional for Curricular Deficiencies, Alternative, Adult, Home Study or Unaccredited High School.
Fall 1992	19 or	55 % and	2.7	
Fall 1993 Fall 1994 Fall 1995 Fall 1996 Fall 1997 Fall 1998	19 or	50% and	2.7	

[1] A third avenue was approved in December 1999 for implementation prior to fall 2000. This admission option requires a 3.0 GPA at comprehensive universities and 2.7 GPA at regional universities based solely on the State Regents' 15-unit high school core curriculum.

Northeastern State University				
Fall 1990	20 or	50% or	3.0	Summer, Special Waiver, Adult, Home Study or Unaccredited High School.
Fall 1991	20 or	50% or	3.0	Summer, Summer Provisional for Curricular Deficiencies, Alternative, Adult, Home Study or Unaccredited High School.
Fall 1992	20 or	55% and	2.7	
Fall 1993 Fall 1994 Fall 1995 Fall 1996 Fall 1997 Fall 1998	20 or	50 % and	2.7	
Two-Year Colleges				
Open Admission				

METHODOLOGY:

Data included in this study are the latest available. Most of the data were derived from the Unitized Data System (UDS). Other sources of data included the National Center for Education Statistics (NCES) and the Oklahoma State Department of Education.

FINDINGS:

Total Student Enrollments at National Public Institutions (Table 2)

- From fall 1989 to fall 1997 (most recent national data available), student enrollment in public higher education institutions increased at the four-year institutions and peaked in 1992 at the two-year institutions.

- From fall 1989 to fall 1997, total national enrollments increased 7.5 percent. Student enrollment decreased between fall 1994 and fall 1995 (0.4 percent), but rose 0.3 percent and 2.3 percent in the last two years. This increase was due primarily to an increase at two-year colleges.

Total Student Enrollments at Oklahoma State System Institutions (Table 3)

- Similar to the national trends, total fall semester enrollment in the State System peaked in fall 1992 with 163,988 students. From fall 1989 to fall 1998, total fall semester enrollment increased 2.9 percent, fluctuating between -2.9 and 4.3 percent from year to year.

- Fall semester enrollment at the comprehensive universities increased 6.8 percent from fall 1989 to fall 1998; however, OU increased 13.7 percent and OSU decreased 1.0 percent.

- Fall semester enrollment at the regional universities increased 0.4 percent from fall 1989 to fall 1998, with one-year differences fluctuating between -4.4 and 3.5 percent.

- Fall semester enrollment at the two-year colleges increased 2.1 percent from fall 1989 to fall 1998, with one-year differences fluctuating between -3.6 and 7.2 percent.

Total First-Time Freshman Enrollments at Oklahoma State System Institutions (Table 4)

- From fall 1989 to fall 1998, total fall semester first-time freshman enrollment increased 8.9 percent, with one-year differences fluctuating between -7.1 and 6.3 percent.

- Fall semester first-time freshman enrollment at the comprehensive universities increased 6.6 percent from fall 1989 to fall 1998; however, OU increased 26.6 percent and OSU decreased 11.3 percent.

- Fall semester first-time freshman enrollment at the regional universities increased 14.0 percent from fall 1989 to fall 1998, with one-year differences fluctuating between -3.4 and 8.8 percent.

- Fall semester first-time freshman enrollment at the two-year colleges increased 7.6 percent from fall 1989 to fall 1998, with one-year differences fluctuating between -9.1 and 7.9 percent.

High School Graduates (Tables 5 and 6)

- The number of high school graduates declined from 37,828 in 1987-88 to 31,653 in 1992-93, then increased to 36,535 in 1998-99.

- Projections generated by State Regents' staff indicate that the number of high school graduates will continue to increase to 38,608 through 2000-01.

- Enrollments of freshmen directly from high school in the State System decreased from 14,428 in fall 1989 to 12,820 in fall 1994, then increased to 14,388 in fall 1998.

- The decrease in freshmen directly from high school corresponds to the decline in the number of high school graduates. However, the percentage of high school graduates enrolling directly in the State System increased from 38.5 percent in fall 1989 to 39.7 percent in fall 1998.

- From fall 1989 to fall 1998, the percentage of high school graduates enrolling directly in college increased from 10.6 to 10.8 percent at the comprehensive universities, from 10.5 to 10.9 percent at the regional universities, and from 17.3 to 18.0 percent at the two-year colleges.

Applications, Acceptances, and Enrollments (Table 7)

UDS data for institutions in the regional and two-year tiers were incomplete and therefore are not reported. The following data exclude foreign students.

- Since fall 1990, the number of applications generally decreased at the comprehensive universities from 6,694 in fall 1990 to 6,025 in fall 1993, then increased to 7,719 in fall 1998.

- Between 96 and 98 percent of the applicants were accepted each fall except fall 1992 (93 percent).

- The percentage of students accepted that enrolled decreased from 63.7 percent in fall 1990 to 61.3 percent in fall 1998.

Dropout Rates (Tables 8 and 9)
Dropouts in this study are "within the state" and defined as students who are not enrolled at any college or university in Oklahoma, although they may have dropped out of their original institutions.

- The first-year dropout rate decreased from 11.9 percent for fall 1989 freshmen to 10.2 percent for fall 1996 freshmen at the comprehensive universities.

- At the regional universities, the first-year dropout rate increased from 23.0 percent for fall 1989 freshmen to 27.7 percent for fall 1994 freshmen, then decreased to 23.9 percent for fall 1996 freshmen.

- At the two-year colleges, the dropout rate increased from 32.0 percent for fall 1989 freshmen to 37.4 percent for fall 1994 freshmen, then decreased to 33.6 percent for fall 1996 freshmen.

- When dropout rates are measured by whether a student remains at the same institution, Oklahoma comprehensive universities had a fall 1996 dropout rate of 22.8 percent compared to 21.6 percent nationally. Oklahoma regional universities had a fall 1996 dropout rate of 39.2 percent compared to 26.6 percent nationally. Oklahoma two-year colleges had a fall 1996 dropout rate of 46.8 percent compared to 47.2 percent nationally.

- At the comprehensive universities from fall 1989 to fall 1996, the dropout rates decreased for Caucasians (11.1 to 9.8 percent), African Americans (17.0 to 10.4 percent), Native Americans (17.5 to 11.1 percent), Hispanics (17.3 to 12.5 percent) and Asian Americans (9.4 to 6.2 percent).

- At the regional universities from fall 1989 to fall 1996, the dropout rates increased for Caucasians (21.2 to 22.0 percent), African American (26.5 to 28.3 percent) and Asian Americans (23.9 to 24.6 percent), but decreased for Native Americans (28.4 to 27.4 percent) and Hispanics (38.6 to 29.4 percent).

- At the two-year colleges from fall 1989 to fall 1996, the dropout rates increased for Caucasians (29.9 to 32.2 percent), African Americans (40.6 to 41.5 percent), Hispanics (29.5 to 35.7 percent), but decreased for Native Americans (43.5 to 39.1 percent) and Asian Americans (29.7 to 21.3 percent).

Graduation Rates (Table 10)
Graduation rate is defined as the percent of first-time, full-time, degree-seeking freshmen who graduated from a comprehensive or regional university in six years or from a two-year college in three years. This "within-the-state" graduation rate includes students who transferred and graduated from another Oklahoma institution.

- From fall 1989 to fall 1992, the six-year graduation rates increased from 51.8 to 52.3 percent at the comprehensive universities and decreased from 35.5 to 33.4 percent at the regional universities.

- At the two-year colleges, the three-year graduation rates decreased from 16.5 percent for fall 1989 freshmen to 13.6 percent for fall 1992 freshmen, then increased to 15.6 percent for fall 1995 freshmen.

- When graduation rates are measured by students who remain at the same institution, the fall 1992 rate for Oklahoma comprehensive universities was 46.1 percent and 53.6 percent nationally. Oklahoma regional universities had a 26.7 percent fall 1992 graduation rate compared to 41.0 percent nationally. The Oklahoma two-year colleges had a 13.6 percent fall 1992 graduation rate compared to 38.8 percent nationally.

High School Preparation (Tables 11 – 13)
An expected result of the higher admission standards was the larger proportion of first-time freshmen who met the State Regents' ACT criteria.

- The percentage of new freshmen at the comprehensive universities who had an ACT score of 21 or higher increased from 58.3 percent in fall 1989 to 78.6 percent in fall 1995. Since fall 1996 when the top one-third of Oklahoma ACT scores increased to 22, the percentage of first-time freshmen with an ACT of 22 or higher increased from 72.8 percent to 75.2 percent in fall 1998.

- At the regional universities, the percentage of first-time freshmen entering with an ACT of 19 or higher increased from 39.8 in fall 1989 to 65.5 percent in fall 1998.

- Of the fall 1998 first-time freshmen in the State System for whom ACT, high school rank, and high school GPA information was available, most (61.8 percent) met both criteria: 66.7 percent at the comprehensive and 56.6 percent at the regional universities. Approximately 10 percent of the freshmen met only the ACT admission requirement, and approximately 19 percent met only the high school rank and GPA requirement.

- Since the core high school curriculum requirements increased from 11 to 15 units in fall 1997, the percentage of freshmen who took the core increased from 72 to 76 percent at the comprehensive universities, from 55 to 60 percent at the regional universities, and from 41 to 44 percent at the two-year colleges. The data are self-reported by students who take the ACT prior to completing high school, and thus are subject to error.

Ethnic Group and Age (Tables 14 – 16)
- From fall 1989 to fall 1998, the proportion of minority students in the freshman class increased for the State System from 18.3 to 27.5 percent, from 15.2 to 22.8 percent at the comprehensive universities, from 24.6 to 32.0 percent at the regional universities, and from 16.4 to 27.2 percent at the two-year colleges.

- The representation of each minority group among the first-time entering freshmen increased in the State System and in all tiers between 1989 and 1998.

- The percentage of first-time freshmen in the State System who were 21 years or older increased from 27.8 percent in fall 1989 to 32.4 percent in fall 1991, then decreased to 24.0 percent in 1998.

- From fall 1989 to fall 1998, the percent of first-time freshmen over 21 decreased from 4.4 to 3.3 percent at the comprehensive universities, from 17.9 to 15.7 percent at the regional universities, and from 41.8 to 36.1 at the two-year colleges.

Type of Admission (Tables 17-18)
Beginning fall 1991, first-time freshmen were classified by the following admission types: regular admission-baccalaureate program, regular admission-associate of arts or sciences, regular admission-associate in applied science/certificate, summer provisional, special non-degree seeking, alternative, adult, home study or unaccredited high school, opportunity, international, concurrent, and undergraduate transfer.

The admission policy allows comprehensive and regional universities to admit a specified percentage or number of first-time freshmen by alternative admission based on criteria other than performance and curricular requirements. Two-year colleges have open admission and do not use the alternative admission category. The alternative admission policy states that institutions must establish admission criteria that identify students who (1) have a reasonable chance for academic success, (2) have an unusual talent or ability in art, drama, music, sports, and the like, or (3) are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll. Alternative admission may not be granted in significant disproportion to scholarship athletes and is to be used to promote the State System goal of Social Justice.

Beginning fall 1991, the comprehensive universities were allowed to admit up to 7 percent of the total first-time freshmen from the previous year into the alternative admission category. The regional institutions could admit 6 percent or 50 students, whichever was greater. In fall 1992, the percentage increased to 8 percent at the comprehensive institutions and 7 percent or 50, whichever was greater, at the regional institutions. The amount remained the same in fall 1993 at the comprehensive universities and was raised to 8 percent or 50, whichever was greater, at the regional universities.

- In fall 1998, the comprehensive universities exceeded the allowable number of alternative admits by 8 students and the regional universities admitted fewer than the allowable number of alternative admits (75.9%). Of the alternative admits, 8.9 percent at comprehensive and 6.7 percent at regional universities were scholarship athletes. With average ACT scores of 19 at the comprehensive universities and 17 at the regional universities, these students earned an average GPA of 2.53 and 1.78 and completed an average of 13 and 8 hours, respectively.

- In fall 1998, 31.7 percent of alternative admission students were minority students (33.7 percent at comprehensive and 30.1 percent at regional universities). This compares to 22.8 percent and 32.0 percent minority freshmen at comprehensive and regional institutions, respectively (Table 14).

CONCLUSIONS:

The *Admission Policy Impact Study* is an attempt to determine the effects of the increased admission standards on the State System and the institutional student profiles. Information generated through this review process is used by the State Regents to ascertain whether the admission standards are appropriate and if the goal of enhancing student success is being met.

As previously noted, this study has limitations which preclude drawing definitive conclusions; however, the following conclusions can be made:

- Data support continuation of current admission standards.

- There is a direct relationship between core high school courses and performance on the ACT. All research data agree that high school students who take challenging high school courses in core subject areas perform higher on the ACT. In keeping with these findings, in December 1999, the State Regents approved a third avenue for admission based solely on a student's GPA in the 15-unit high school core curriculum. The third option also rewards students for taking challenging Advanced Placement courses.

- Because taking more core courses improves ACT scores, the number of students with ACT scores at or above the minimum should continue to increase as the number of required core high school units increased from 11 to 15 in fall 1997. The State Board of Education's incentive program for Advanced Placement (AP) courses in the high schools should continue to raise high school performance.

- All students desiring to pursue higher education have access via the State Regents' three roads of entry as represented by the three tiers: two-year colleges, regional universities, and comprehensive universities. Additionally, all students desiring to attend and/or graduate from a particular comprehensive or regional university have access via the special admission provisions or the two student transfer admission categories.

- The State System can expect an increase in enrollment due to improved or stable retention and because the number of high school graduates is projected to increase through 2000-2001.

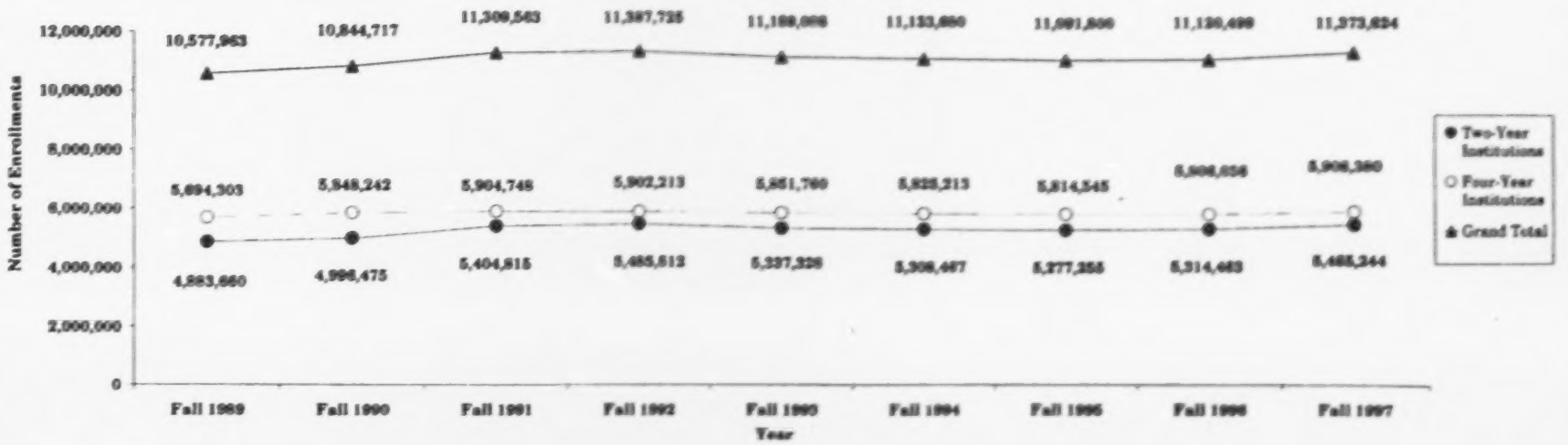
- The number of first-time freshmen who are 21 years of age or older may continue to decline due to an improved economy.

- Minority freshman enrollment and dropout rates are not being negatively impacted by the increased admission standards, especially at the comprehensive universities.

Table 2

Total Headcount Enrollments at National Public Institutions

Fall 1989 to Fall 1997



Comparison of Total Headcount Enrollments at National Public Institutions

Fall 1989 to Fall 1997

	Fall									One-Year Difference								8-Year Diff.
Instit.	1989	1990	1991	1992	1993	1994	1995	1996	1997	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	89-97
Four-Year	5,694,303	5,848,242	5,904,748	5,902,213	5,851,760	5,825,213	5,814,545	5,906,036	5,908,380	2.7%	1.0%	0.0%	-0.9%	-0.5%	-0.2%	-0.1%	1.8%	3.8%
Two-Year	4,883,660	4,996,475	5,404,815	5,485,512	5,337,328	5,308,467	5,277,255	5,314,463	5,465,244	2.3%	8.2%	1.5%	-2.7%	-0.5%	-0.6%	0.7%	2.9%	11.9%
Total	10,577,963	10,844,717	11,309,563	11,387,725	11,189,088	11,133,680	11,091,800	11,120,499	11,373,824	2.5%	4.3%	0.7%	-1.7%	7.5%	-0.4%	0.3%	2.3%	7.5%

Source: U.S. Department of Education, National Center for Education Statistics (NCES), "Fall Enrollment in Colleges and Universities," and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey 1997

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Table 3
Comparison of Total Unduplicated Headcount Enrollments at Public Institutions
Fall 1989 to Fall 1998

Institution	Fall										One-Year Difference									Nine-Year Diff.
	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	1989-98
OU	23,333	23,599	24,134	24,833	24,804	[illegible]	25,072	24,908	25,798	26,535	1.1%	2.3%	2.9%	-0.1%	0.7%	0.4%	-0.7%	3.6%	2.9%	13.7%
OSU	20,498	20,024	19,963	19,864	19,240	19,076	19,313	19,473	19,651	20,284	-2.3%	-0.3%	-0.5%	-3.1%	-0.9%	1.2%	0.9%	0.9%	3.2%	-1.0%
Total Comp	**43,831**	**43,623**	**44,097**	**44,697**	**44,044**	**44,045**	**44,385**	**44,381**	**45,449**	**46,819**	**-0.5%**	**1.1%**	**1.3%**	**-1.4%**	**0.0%**	**0.8%**	**0.0%**	**2.4%**	**3.0%**	**6.8%**
UCO	14,252	14,147	14,604	15,074	14,965	15,992	15,377	14,489	13,826	14,083	-0.7%	3.2%	3.2%	-0.7%	6.9%	-3.9%	-5.9%	-4.4%	1.9%	-1.2%
ECU	4,093	4,208	4,261	4,428	4,357	4,466	4,371	4,345	4,213	4,093	2.8%	1.3%	3.9%	-1.6%	2.5%	-2.1%	-0.6%	-3.0%	-2.8%	0.0%
NSU	8,711	8,841	9,056	9,220	8,956	8,946	8,845	8,321	8,193	8,349	1.5%	2.4%	1.8%	-2.9%	-0.1%	-1.1%	-5.9%	-1.5%	1.9%	-4.2%
NWOSU	1,763	1,878	2,016	2,112	1,897	1,842	1,776	1,764	1,860	1,960	6.5%	7.3%	4.8%	-10.2%	-2.9%	-3.6%	-0.7%	4.9%	5.9%	11.2%
SEOSU	3,604	3,944	4,003	3,999	4,036	3,967	3,810	3,734	3,833	3,744	9.4%	1.5%	-0.1%	0.9%	-1.7%	-4.0%	-2.0%	2.7%	-2.3%	3.9%
SWOSU	4,814	4,787	4,811	4,858	4,931	4,631	4,495	4,403	4,371	4,576	-0.6%	0.5%	1.0%	1.5%	-6.1%	-2.9%	-2.0%	-0.7%	4.7%	-4.9%
CU	5,391	5,261	5,785	6,105	6,095	6,083	5,891	5,345	5,274	5,272	-2.4%	10.0%	5.5%	-0.2%	-0.2%	-3.2%	-9.3%	-1.3%	0.0%	-2.2%
LU	2,532	2,789	3,106	3,312	3,464	3,406	3,463	3,349	3,376	3,234	10.2%	11.4%	6.6%	4.6%	-1.7%	1.7%	-3.3%	0.8%	-4.2%	27.7%
USAO	1,398	1,548	1,606	1,637	1,613	1,680	1,636	1,509	1,372	1,478	10.7%	3.7%	2.0%	-1.5%	4.2%	-2.6%	-7.8%	-9.1%	7.7%	5.7%
OPSU	1,154	1,274	1,110	1,187	1,112	1,238	1,175	1,365	1,258	1,099	10.4%	-12.9%	6.9%	-6.3%	11.3%	-5.1%	16.2%	-7.8%	-12.6%	-4.8%
Total Regional	**47,712**	**48,877**	**50,357**	**51,932**	**51,426**	**52,351**	**50,839**	**48,604**	**47,866**	**47,808**	**2.8%**	**3.5%**	**3.1%**	**-1.0%**	**1.8%**	**-2.7%**	**-4.4%**	**-2.1%**	**0.7%**	**0.4%**
CSC	1,941	1,998	2,210	2,357	2,127	2,324	2,227	2,091	1,968	1,925	2.9%	10.6%	6.7%	-9.8%	9.3%	-4.2%	-6.1%	-6.9%	-2.2%	-0.8%
EOSC	1,715	1,894	1,852	2,066	2,022	1,915	1,871	1,791	1,711	1,824	10.4%	-2.2%	11.6%	-2.1%	-5.3%	-2.3%	-4.3%	-4.5%	6.6%	6.4%
MSC	1,325	1,389	1,625	1,582	1,473	1,475	1,508	1,574	1,595	1,588	4.8%	17.0%	-2.6%	-6.9%	0.1%	2.2%	4.4%	1.3%	-0.4%	19.8%
NEOAMC	2,590	2,582	2,517	2,710	2,454	2,244	2,134	2,156	2,055	2,137	-0.3%	-2.5%	7.7%	-9.4%	-8.6%	-4.9%	1.0%	-4.7%	4.0%	-17.5%
NOC	2,032	2,028	2,097	2,193	2,154	2,115	2,198	2,075	2,215	2,407	-0.2%	3.4%	4.6%	-1.8%	-1.8%	3.9%	-5.6%	6.7%	8.7%	18.5%
RU	2,919	2,894	3,368	3,438	3,201	3,164	2,647	2,834	3,088	2,882	-0.9%	17.1%	1.5%	-6.9%	-1.2%	-16.3%	7.1%	9.0%	-6.7%	-1.3%
TCC	16,921	17,822	18,564	19,354	18,960	18,551	18,575	17,511	17,292	16,486	5.3%	4.2%	4.3%	-2.1%	-2.1%	0.1%	-5.7%	-1.2%	-4.8%	-2.7%
OSUTB-OKC	3,689	4,124	4,231	4,344	4,136	4,140	4,145	4,048	4,036	3,967	11.8%	2.6%	2.7%	-4.8%	0.1%	0.1%	-2.3%	-0.3%	-1.7%	7.5%
OSUTB-OKM	1,769	2,108	2,142	2,337	2,361	2,143	2,130	2,196	2,277	2,246	19.2%	1.6%	9.1%	1.0%	-9.3%	-0.6%	2.6%	4.2%	-1.4%	27.0%
WOSC	2,029	1,806	1,730	1,735	1,662	1,625	1,662	1,499	1,661	2,272	-11.0%	-4.2%	0.3%	-4.2%	-3.2%	2.3%	-9.8%	10.8%	36.8%	12.0%
RCC	1,076	1,105	1,414	1,706	1,859	1,776	1,661	1,557	1,853	1,837	2.7%	28.0%	20.7%	9.0%	-4.5%	-6.5%	-6.3%	-0.3%	5.4%	82.1%
CASC	1,328	1,426	1,699	1,807	1,688	1,640	1,612	1,879	2,090	1,801	7.4%	19.1%	6.4%	-6.6%	-2.8%	-1.7%	16.6%	11.2%	-13.8%	35.6%
SWOSU-Sayre	430	534	604	595	587	602	489	492	448	432	24.2%	13.1%	-1.5%	-1.3%	2.6%	-18.8%	0.6%	-8.9%	-3.6%	0.5%
SSC	1,422	1,428	1,484	1,642	1,639	1,583	1,541	1,414	1,711	1,906	0.4%	3.9%	10.6%	-0.2%	-3.4%	-2.7%	-8.2%	21.0%	11.3%	34.0%
Rose	9,422	9,665	9,848	9,511	9,195	8,990	8,303	7,759	7,382	7,500	2.6%	1.9%	-3.4%	-3.3%	-2.1%	-7.7%	-6.6%	-4.9%	1.6%	-20.4%
OCCC	7,816	7,951	9,706	9,992	9,518	9,406	9,368	8,949	8,875	8,679	1.7%	22.1%	2.9%	-4.7%	-1.2%	-0.4%	-4.5%	-0.8%	-2.2%	11.0%
Total Two-Year	**58,434**	**59,784**	**65,113**	**67,369**	**65,036**	**63,703**	**63,071**	**59,815**	**59,967**	**59,666**	**4.9%**	**7.3%**	**3.5%**	**-3.5%**	**-3.0%**	**-2.9%**	**-5.6%**	**0.2%**	**-0.5%**	**2.1%**
Grand Total	**149,987**	**153,064**	**159,567**	**163,998**	**160,496**	**159,998**	**157,295**	**153,000**	**153,973**	**154,275**	**2.1%**	**4.3%**	**2.8%**	**-2.1%**	**-0.3%**	**-1.7%**	**-2.8%**	**0.1%**	**0.9%**	**2.9%**

18 **Note**: OU includes the Health Sciences Center; OSU includes College of Osteopathic Medicine.
Source: OSRHE, UDS, OCR2300-2.3 reports

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T2,T3,T4,T7-enrollments.xls

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Table 4
Comparison of First-Time Freshman Enrollments at Public Institutions
Fall 1989 to Fall 1998

Institution	Fall										One-Year Difference									Nine-Year Diff.
	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	1989-98
OU	2,502	2,656	2,350	2,459	2,266	2,483	2,714	2,629	2,696	2,167	6.2%	-11.6%	4.6%	-7.8%	9.6%	9.3%	-3.1%	9.8%	9.7%	26.6%
OSU	2,791	2,352	2,213	2,299	2,166	2,154	2,368	2,222	2,289	2,476	-15.7%	-5.9%	3.9%	-5.8%	-0.6%	9.9%	-6.2%	3.0%	8.2%	-11.2%
Total Comp	**5,293**	**5,010**	**4,563**	**4,758**	**4,432**	**4,637**	**5,082**	**4,851**	**5,175**	**5,643**	**-5.3%**	**-8.9%**	**4.3%**	**-6.9%**	**4.6%**	**8.6%**	**-4.5%**	**6.7%**	**9.0%**	**6.6%**
UCO	1,360	1,336	1,191	1,247	1,273	1,355	1,383	1,398	1,421	1,626	-1.8%	-10.9%	4.7%	2.1%	6.4%	2.1%	1.1%	1.6%	14.4%	19.6%
ECU	540	531	596	632	562	642	577	608	610	612	-1.7%	12.2%	8.0%	-11.1%	14.2%	-10.1%	5.4%	0.3%	0.3%	13.3%
NSU	891	864	769	822	816	943	883	934	880	1,041	-3.0%	-11.0%	6.9%	-0.7%	15.6%	-6.4%	6.0%	-4.9%	18.3%	16.8%
NWOSU	316	329	400	358	287	275	249	259	312	343	7.3%	18.0%	-10.5%	-25.4%	3.0%	-9.5%	4.0%	20.5%	9.9%	8.5%
SEOSU	525	563	606	537	596	528	594	607	602	519	7.2%	7.5%	-11.2%	11.0%	-11.4%	12.5%	2.2%	-0.8%	-13.8%	-1.1%
SWOSU	764	714	779	854	842	690	782	763	739	883	-6.5%	9.1%	9.6%	-1.4%	-17.1%	12.0%	-2.4%	-3.1%	19.5%	15.6%
CU	696	581	826	1,116	1,090	1,102	954	975	926	866	-16.5%	42.2%	35.1%	-3.2%	2.0%	-13.4%	-8.3%	-5.6%	7.1%	27.2%
LU	407	402	546	429	484	506	487	521	579	524	-1.2%	35.8%	-21.4%	12.8%	4.5%	-3.8%	7.0%	11.1%	-9.5%	28.7%
USAO	311	374	332	263	234	303	279	271	226	307	20.3%	-11.2%	-20.8%	-11.0%	29.5%	-7.9%	-2.9%	-13.3%	30.6%	-1.2%
OPSU	259	275	207	248	197	288	223	191	154	177	6.2%	-24.7%	19.8%	-24.6%	54.0%	-22.6%	-14.3%	-19.4%	14.9%	-31.7%
Total Regional	**6,069**	**6,079**	**6,281**	**6,506**	**6,341**	**6,640**	**6,611**	**6,417**	**6,353**	**6,917**	**-1.5%**	**4.5%**	**4.1%**	**-3.5%**	**4.7%**	**-4.4%**	**0.1%**	**-0.9%**	**8.8%**	**14.0%**
CSC	636	638	706	785	843	673	894	587	548	634	-1.3%	25.2%	-0.1%	7.4%	-20.2%	-11.7%	-1.2%	-6.6%	13.9%	-1.3%
EOSC	501	581	506	599	642	536	513	615	511	596	16.0%	-12.9%	18.2%	7.4%	-16.5%	-4.3%	19.9%	-16.9%	16.6%	18.8%
MSC	490	516	435	609	498	490	537	528	517	535	5.3%	21.1%	-2.6%	-22.5%	5.2%	9.6%	-1.7%	-2.1%	3.5%	9.2%
NEOASMC	899	1,099	983	1,222	912	871	756	882	778	909	22.2%	-10.6%	24.3%	-25.4%	-4.8%	-13.2%	16.7%	-12.0%	17.0%	1.0%
NOC	638	626	552	654	626	570	651	562	636	664	-1.9%	-11.8%	18.5%	-4.3%	-8.9%	14.2%	-13.7%	13.2%	4.4%	4.1%
RU	783	807	602	870	709	640	682	796	802	758	3.1%	-60.2%	116.4%	-18.5%	-8.5%	-8.8%	24.2%	0.9%	-5.5%	-3.2%
TCC	3,122	3,156	3,251	3,422	3,096	3,302	3,446	3,172	3,106	3,136	1.1%	3.0%	5.3%	-9.6%	3.5%	7.9%	-8.0%	-2.1%	1.0%	0.4%
OSUTB-OKC	724	896	361	284	617	648	799	1,075	845	829	23.8%	-59.7%	-21.3%	117.3%	4.5%	23.9%	34.5%	-21.3%	-37.5%	-26.9%
OSUTB-OKM	444	523	752	924	791	724	661	750	760	751	17.8%	43.8%	9.6%	-4.0%	-8.5%	-8.7%	13.5%	1.3%	-1.2%	71.2%
WOSC	450	424	366	347	326	283	387	357	353	649	-5.8%	-13.7%	-5.2%	-6.1%	-13.2%	36.7%	-7.8%	-1.1%	83.9%	31.6%
RCC	366	357	484	500	578	500	542	391	396	433	-2.5%	35.6%	3.2%	15.6%	-13.5%	8.4%	-27.9%	1.3%	8.8%	8.7%
CASC	493	435	727	607	648	572	596	657	686	633	-11.8%	67.1%	-16.5%	6.9%	-11.7%	4.2%	10.2%	4.3%	-7.8%	28.9%
SWOSU-Sayre	110	121	173	159	154	122	129	116	127	119	10.0%	43.0%	-8.1%	-3.1%	-20.8%	5.7%	-10.1%	9.5%	-6.3%	15.5%
SSC	433	397	417	462	458	275	416	353	401	511	-10.6%	7.8%	10.8%	-0.9%	-18.1%	10.9%	-15.1%	13.6%	27.4%	-7.4%
Rose	1,943	1,702	1,793	1,803	1,940	1,831	1,856	1,578	1,527	1,589	-8.6%	5.3%	0.6%	-9.0%	-0.5%	1.3%	-4.7%	-3.2%	2.8%	-18.0%
OCCC	1,292	1,462	2,156	2,324	1,556	1,410	1,821	1,511	1,930	1,830	13.2%	47.4%	7.8%	-33.0%	-9.5%	15.0%	-6.8%	27.7%	-5.2%	40.4%
Total Two-Year	**13,944**	**13,721**	**14,554**	**15,470**	**14,983**	**13,583**	**13,999**	**13,939**	**13,923**	**14,344**	**-2.0%**	**4.5%**	**7.8%**	**-9.1%**	**-5.8%**	**4.9%**	**0.2%**	**0.0%**	**3.3%**	**7.8%**
Grand Total	**34,606**	**34,710**	**35,148**	**36,734**	**34,838**	**34,530**	**35,382**	**35,197**	**35,456**	**36,804**	**0.4%**	**1.8%**	**6.3%**	**-7.1%**	**-1.3%**	**3.5%**	**-0.8%**	**1.0%**	**6.3%**	**8.8%**

Source: OSRHE, UDS, OCR2300-2.3 reports

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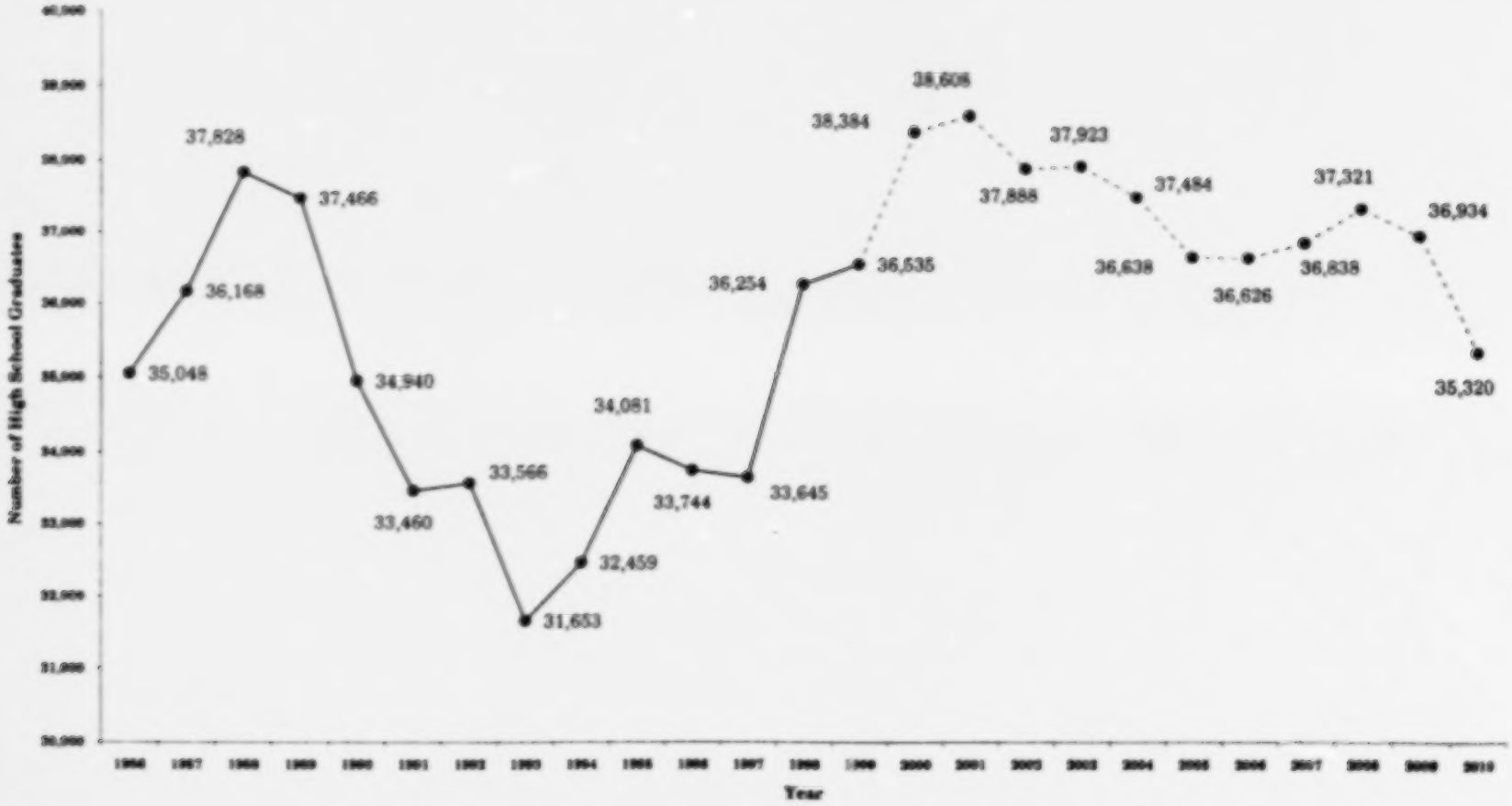
Table 5
Oklahoma High School Graduates



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OSRHE, Cohort Survival Projections

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73.6-HS Grad Enroll, Actual vs Projected .xls

Table 6

Oklahoma High School Graduates
Who Enrolled in the State System the Following Fall
Fall 1989 to Fall 1998

Total High School Graduates from Previous Year	37,695	34,940	33,680	33,566	31,653	32,450	34,081	33,746	33,645	36,354

Tier	First-Time Freshmen	Fall									
		1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
OU	Number of Freshmen Direct from High School	1,810	1,815	1,668	1,695	1,502	1,711	1,819	1,829	1,971	2,130
	Percent of Previous High School Graduates	4.9%	5.2%	5.0%	5.0%	4.7%	5.3%	5.3%	5.4%	5.9%	5.9%
OSU	Number of Freshmen Direct from High School	2,172	1,730	1,602	1,610	1,483	1,545	1,658	1,535	1,604	1,790
	Percent of Previous High School Graduates	5.8%	5.0%	4.8%	4.8%	4.7%	4.8%	4.9%	4.5%	4.8%	4.9%
Total Comprehensive	Number of Freshmen Direct from High School	3,990	3,545	3,270	3,305	2,985	3,256	3,477	3,364	3,575	3,910
	Percent of Previous High School Graduates	10.6%	10.1%	9.8%	9.8%	9.4%	10.0%	10.2%	10.0%	10.6%	10.8%
Total Regional	Number of Freshmen Direct from High School	3,944	3,880	3,784	3,914	3,792	4,048	4,014	4,084	3,589	3,962
	Percent of Previous High School Graduates	10.5%	11.1%	11.2%	11.7%	12.0%	12.5%	11.7%	12.1%	10.6%	10.9%
Total Two-year	Number of Freshmen Direct from High School	6,494	6,461	6,199	6,094	6,459	5,516	5,749	5,719	5,780	6,535
	Percent of Previous High School Graduates	17.2%	18.5%	18.5%	18.2%	20.4%	17.0%	16.9%	16.9%	17.2%	18.0%
Grand Total	Number of Freshmen Direct from High School	14,429	13,886	13,240	14,103	13,235	12,830	13,240	13,167	12,904	14,348
	Percent of Previous High School Graduates	38.3%	39.7%	39.6%	42.0%	41.8%	39.5%	38.8%	39.0%	38.4%	39.7%

Source: SDE School Enrollments, OSRHE Cohort Survival Projections
OSRHE, UDS, OCR2400R1, Supplemental 2 reports

Table 7
Number of Undergraduate Applications, Acceptances, and Enrollments at the Comprehensive Universities
Fall 1990 to Fall 1998

Institution	Admission Action	Fall								
		1990	1991	1992	1993	1994	1995	1996	1997	1998
University of Oklahoma	Number of Applications	3,340	3,159	3,169	2,857	2,978	3,504	3,481	3,582	4,117
	Number of Acceptances	3,275	3,010	2,973	2,778	2,944	3,403	3,329	3,453	3,954
	Number of Enrollments	2,112	1,875	1,953	1,743	1,934	2,070	2,115	2,238	2,461
	Percent of Applications Accepted	98.1%	95.3%	93.8%	97.2%	98.9%	97.1%	95.6%	96.4%	96.0%
	Percent of Acceptances Enrolled	64.5%	62.3%	65.7%	62.7%	65.7%	60.8%	63.5%	64.8%	62.2%
Oklahoma State University	Number of Applications	3,354	2,954	3,262	3,168	3,074	3,320	3,217	3,349	3,602
	Number of Acceptances	3,279	2,872	3,005	3,083	2,999	3,224	3,118	3,239	3,461
	Number of Enrollments	2,060	1,918	1,899	1,822	1,837	2,020	1,882	1,948	2,085
	Percent of Applications Accepted	97.8%	97.2%	92.1%	97.3%	97.6%	97.1%	96.9%	96.7%	96.1%
	Percent of Acceptances Enrolled	62.8%	66.8%	63.2%	59.1%	61.3%	62.7%	60.4%	60.1%	60.2%
Comprehensive Universities	Number of Applications	6,694	6,113	6,431	6,025	6,052	6,824	6,698	6,931	7,719
	Number of Acceptances	6,554	5,882	5,978	5,861	5,943	6,627	6,447	6,692	7,415
	Number of Enrollments	4,172	3,793	3,852	3,565	3,771	4,090	3,997	4,186	4,546
	Percent of Applications Accepted	97.9%	96.2%	93.0%	97.3%	98.2%	97.1%	96.3%	96.6%	96.1%
	Percent of Acceptances Enrolled	63.7%	64.5%	64.4%	60.8%	63.5%	61.7%	62.0%	62.6%	61.3%

Note: Data include "within county" and "outside county but within state."
Foreign students are not included.
Source: OSRHE, UDS, OCR2400[illegible] reports

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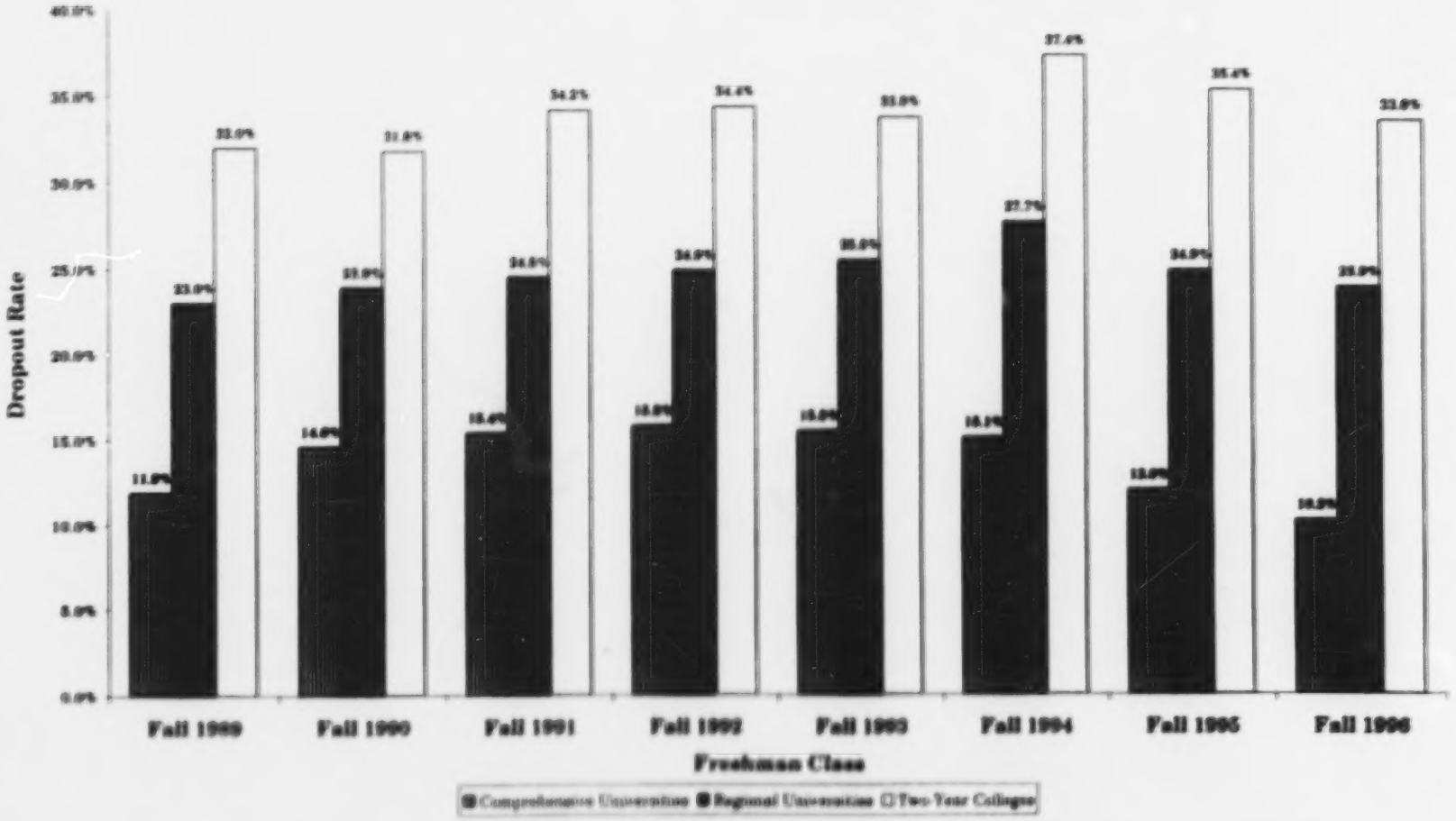
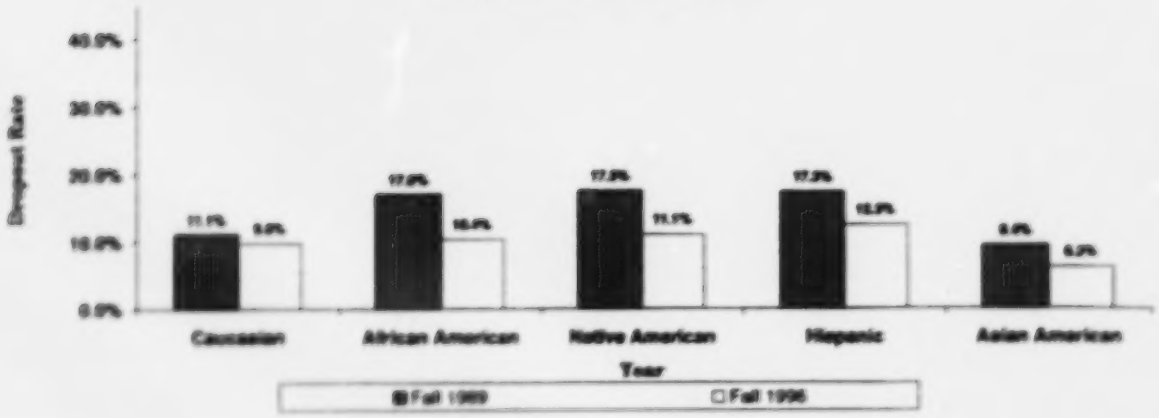
Table 8
First-Year Dropout Rates for
Fall 1989 to Fall 1996 First-Time, Full-Time Freshman Classes



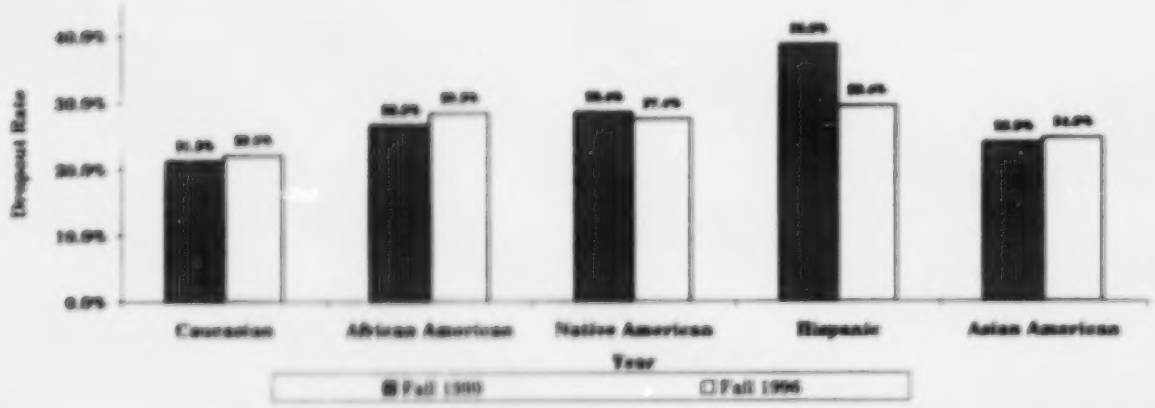
Source: OSHE, UDS, cohort2 reports

Table 9
First-Year Dropout Rates by Race and Tier
Fall 1986 and Fall 1996 Freshman Classes

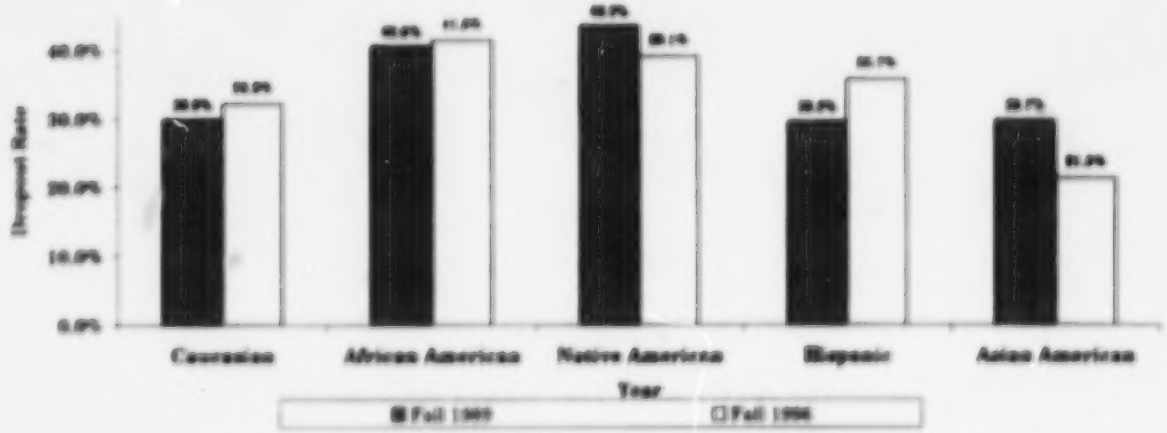
Comprehensive Universities



Regional Universities

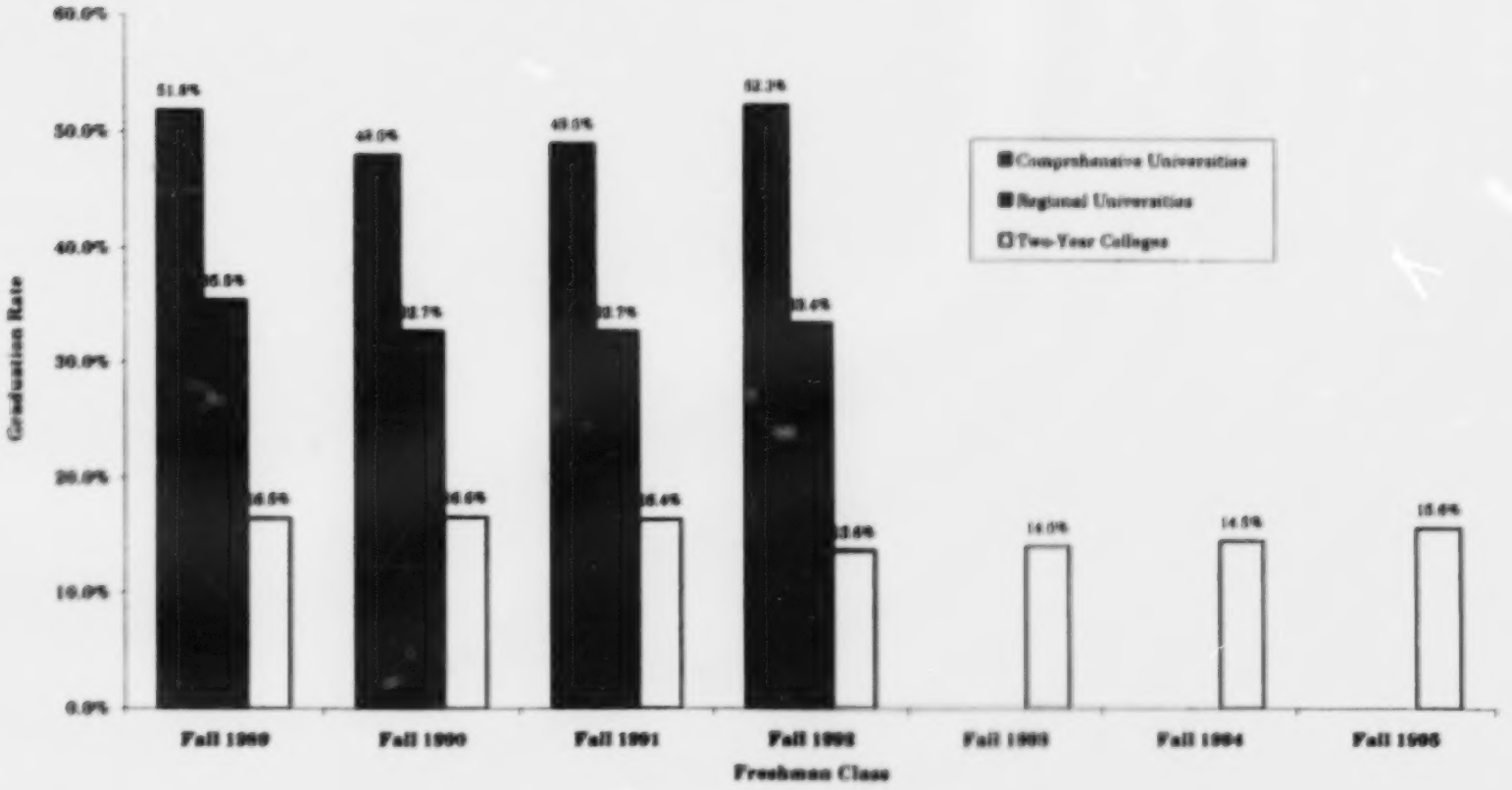


Two-Year Colleges



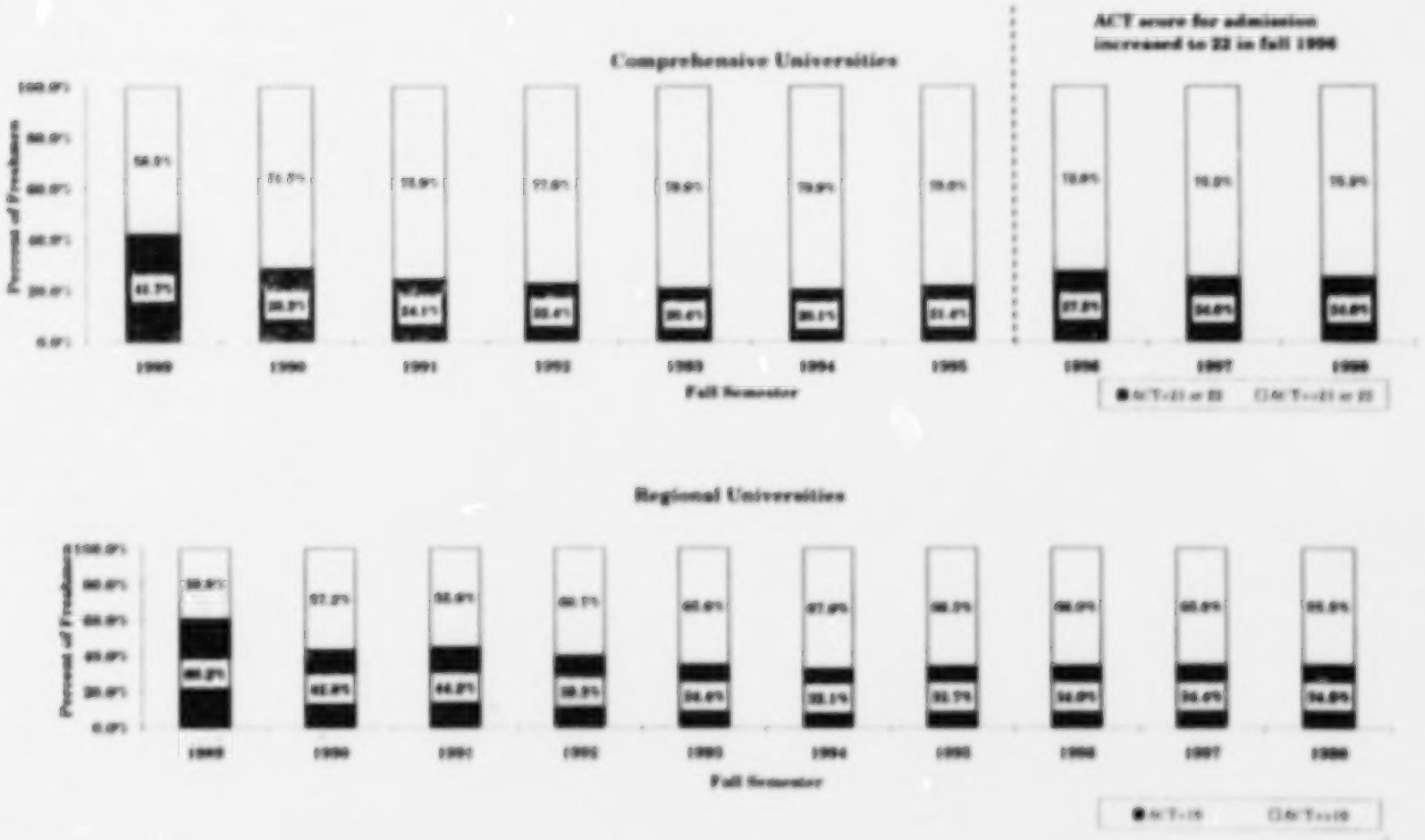
Source: UDS, cohort2 reports

Table 10
Graduation Rates by Tier
Fall 1989 to Fall 1995 Freshman Classes



Note: Six-year graduation rates are reported for the four-year universities and three-year graduation rates for the two-year colleges.
Source: UDS, cohort2 reports

Table 11
Distribution of ACT Scores According to Admission Standards for First-Time Freshmen
Fall 1989 to Fall 1998



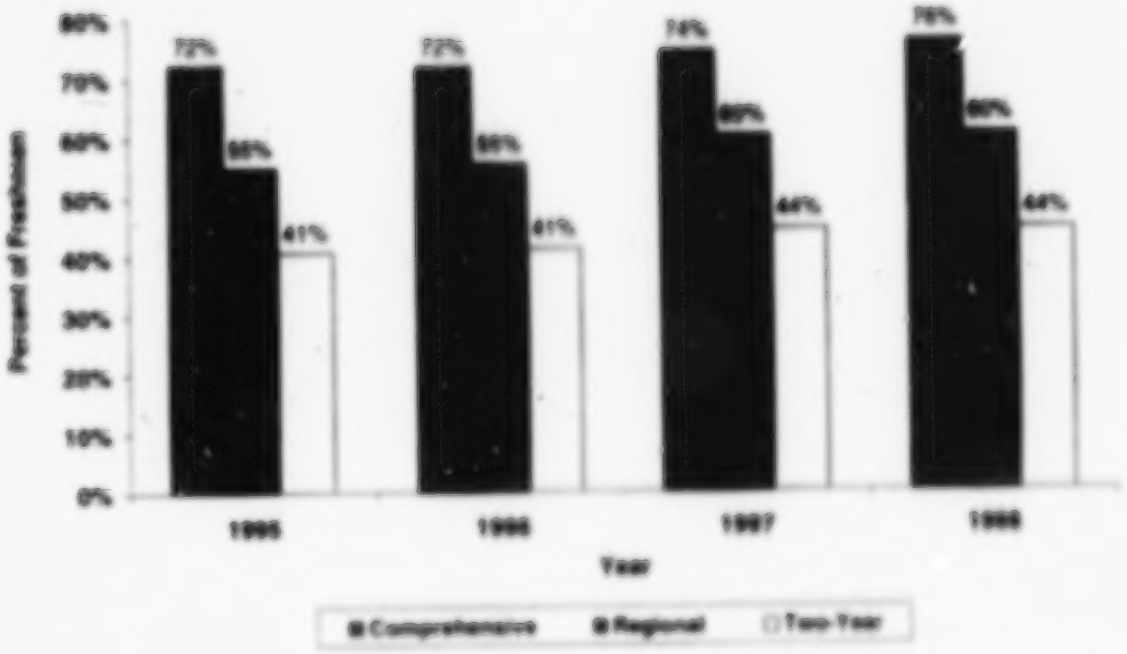
Note: Students with no ACT information were excluded
Source: UDB, SASACT1 reports

Table 12
First-Time Freshman Admission by ACT and High School Performance
Fall 1993 to Fall 1998

	Fall											
	1993		1994		1995		1996		1997		1998	
Tier	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Comprehensive												
ACT Only	458	13.7%	443	12.6%	505	12.3%	401	10.0%	372	9.9%	554	10.8%
Rank & GPA Only	470	14.1%	498	14.2%	573	13.9%	761	19.0%	715	19.7%	923	18.0%
ACT, Rank, & GPA	2,149	65.6%	2,409	68.7%	2,796	67.9%	2,573	64.4%	2,580	68.6%	3,416	66.7%
Neither	222	6.6%	157	4.5%	243	5.9%	262	6.6%	211	5.5%	230	4.5%
Total	3,339	100.0%	3,507	100.0%	4,117	100.0%	3,997	100.0%	3,819	100.0%	5,123	100.0%
First Time Freshmen	4,432		4,637		5,092		4,651		5,175		5,643	
Regional												
ACT Only	654	10.2%	645	10.1%	478	9.2%	450	9.4%	389	8.3%	380	8.3%
Rank & GPA Only	692	20.1%	615	19.5%	1,039	20.0%	1,022	19.6%	964	20.5%	964	20.5%
ACT, Rank, & GPA	2,376	53.6%	2,496	58.7%	2,904	55.9%	2,887	55.4%	2,665	56.6%	2,665	56.6%
Neither	713	16.1%	649	14.7%	773	14.9%	910	15.7%	694	14.7%	694	14.7%
Total	4,435	100.0%	4,405	100.0%	5,194	100.0%	5,215	100.0%	4,712	100.0%	4,712	100.0%
First Time Freshmen	6,341		6,649		6,611		6,617		6,358		6,917	
Grand Total												
ACT Only	912	11.7%	888	11.2%	983	10.6%	889	9.7%	762	9.9%	943	9.6%
Rank & GPA Only	1,362	17.5%	1,313	16.6%	1,612	17.3%	1,783	19.4%	1,679	19.7%	1,887	19.2%
ACT, Rank, & GPA	4,565	58.7%	4,905	62.0%	5,700	61.2%	5,460	59.3%	5,185	60.8%	6,081	61.8%
Neither	935	12.0%	806	10.2%	1,016	10.9%	1,080	11.7%	905	10.6%	926	9.4%
Total	7,774	100.0%	7,912	100.0%	9,311	100.0%	9,212	100.0%	8,531	100.0%	9,835	100.0%
First Time Freshmen	10,773		11,277		11,693		11,268		11,533		12,560	

Source: ORSIR, UIS SASHIR87 and OCR2300.2.3 reports

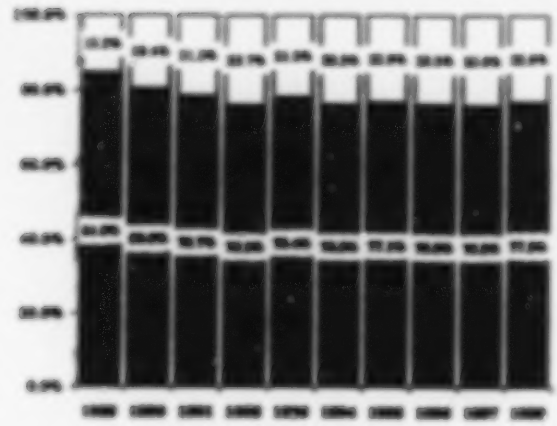
Table 13
Percentage of Direct from High School Freshmen Who Took the 15-Unit High School Core Curriculum



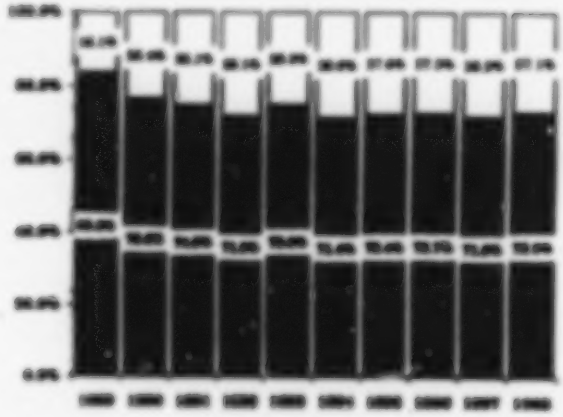
Tier	1995	1996	1997	1998
Comprehensive	72%	72%	74%	76%
Regional	55%	55%	60%	60%
Two-Year	41%	41%	44%	44%
Total	51%	53%	55%	56%

Table 14
Percent of First-Time Freshmen by Race
Fall 1989 to Fall 1998

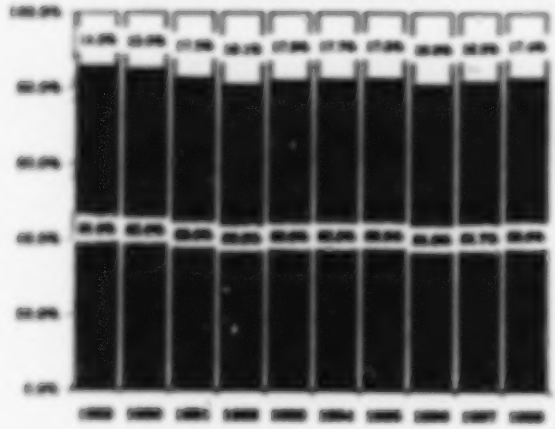
Comprehensive Universities



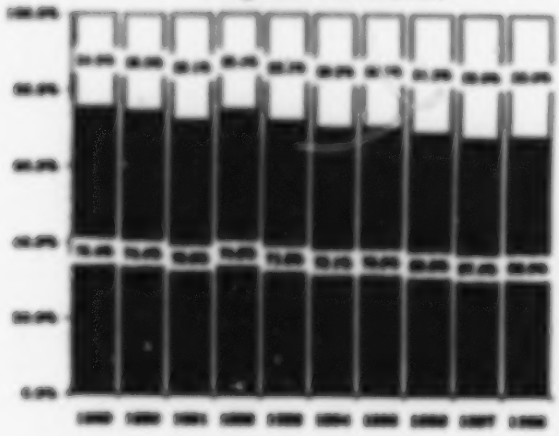
University of Oklahoma



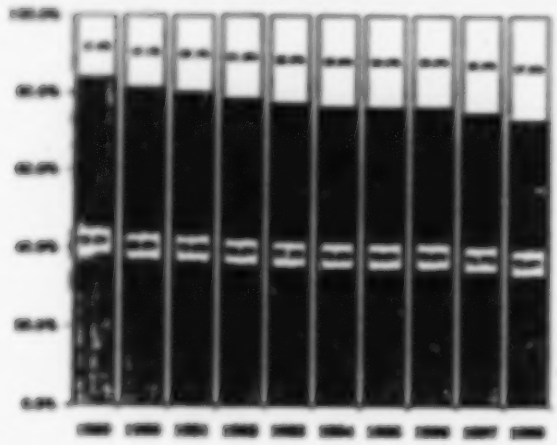
Oklahoma State University



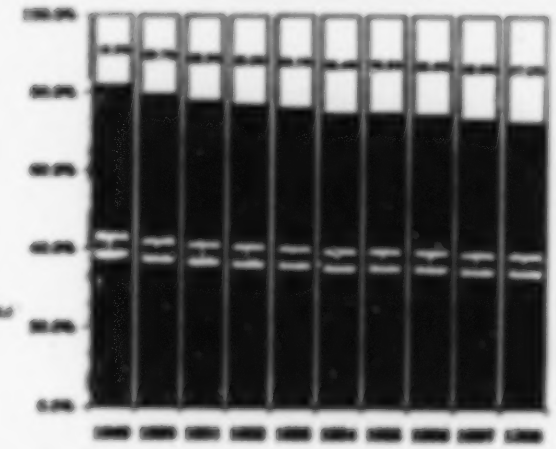
Regional Universities



Two-Year Colleges



All Public Institutions



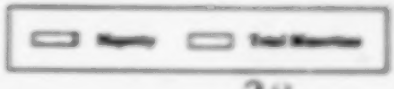


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Table 15
Percent of Minority First-Time Freshmen by Race
Fall 1989 to Fall 1998

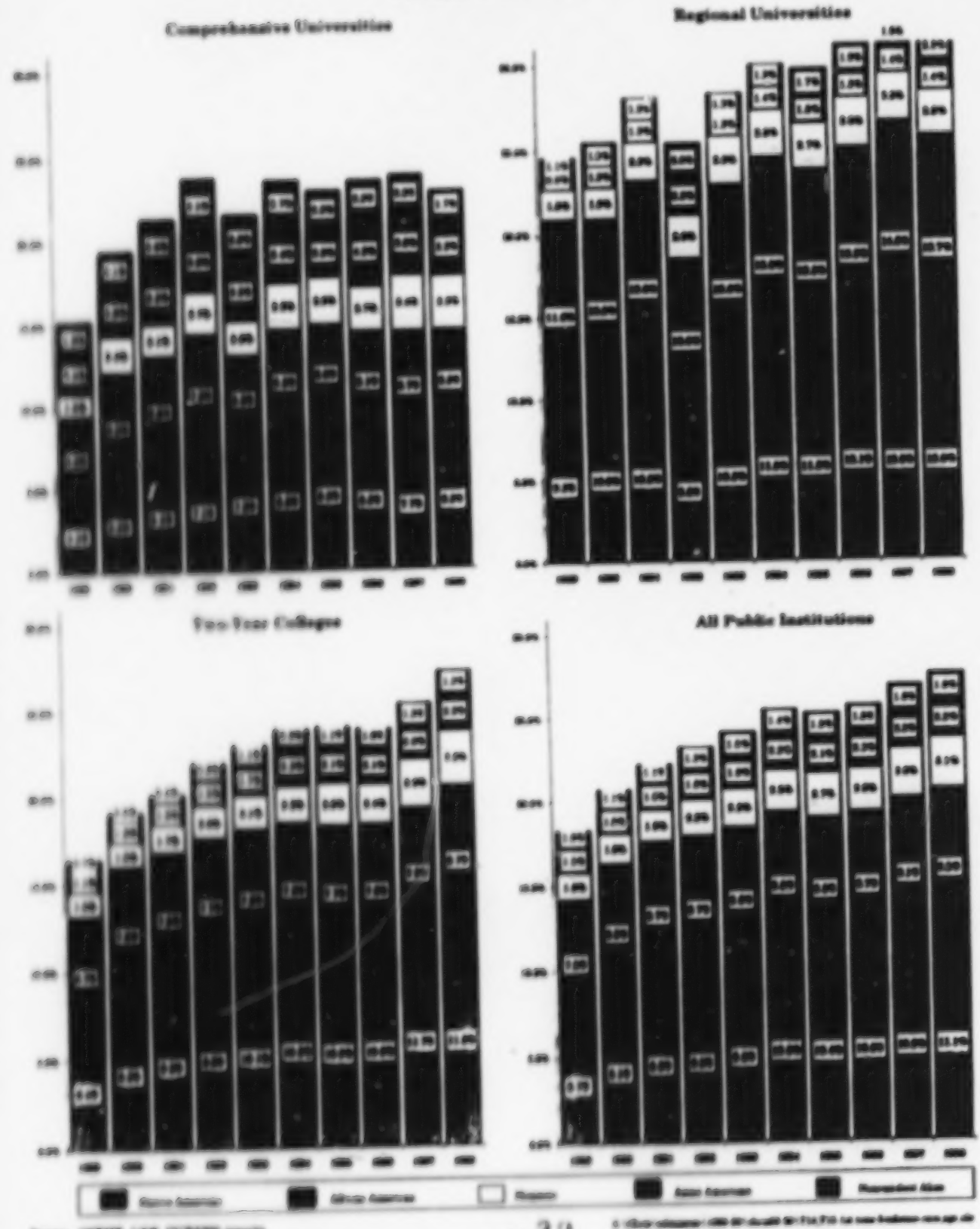

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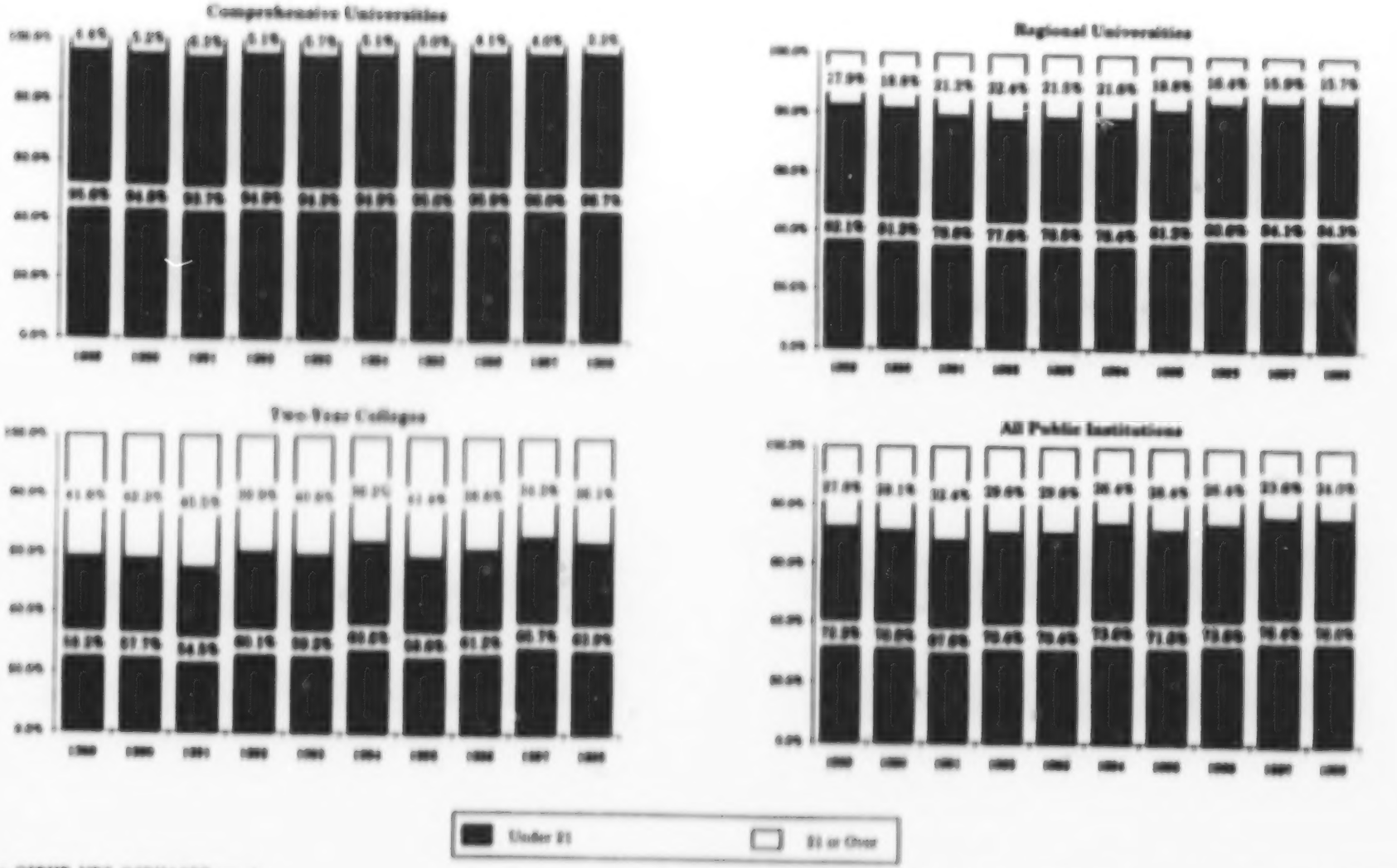
Table 18
Percent of First-Time Freshmen Who Are Under 21 and 21 or Over
Fall 1990 to Fall 1998



Source: OSSHE, UDS, OCRSAGEP reports

Table 17
First-Time Freshman Distribution by Type of Admission
Fall 1989 to Fall 1998

Comprehensive Universities

Type of Admission	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
High School Graduate	93.2%	96.0%								
Equivalent High School Graduate	0.2%	0.0%								
Five Percent Waiver	3.2%	0.3%								
Other	2.4%	3.1%								
Regular Admission-Baccalaureate Program			93.9%	94.9%	93.3%	94.1%	93.8%	93.3%	94.1%	95.8%
Regular Admission-Associate of Arts or Science					not applicable					
Regular Admission-Associate of Applied Science/Cert.					not applicable					
Summer Provisional		0.6%	0.6%	0.1%	—	—	0.0%	0.0%	0.0%	0.1%
Special Non-Degree Seeking Student			0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Alternative Admission			0.8%	0.6	0.6%	0.6%	0.2%	0.6	0.7%	0.6%
Adult Admission			3.7%	3.0%	3.6%	3.1%	3.2%	3.3%	2.6%	2.0%
Home Study or Unaccredited High School			0.6%	—	0.1%	0.3%	0.3%	0.3%	0.3%	0.6%
Opportunity Admission			0.8%	0.6%	0.6%	—	0.6%	0.6%	0.6%	0.6%
International Student Admission			2.2%	2.2%	2.6%	2.6%	2.2%	2.1%	2.2%	1.6%
Concurrent Enrollment of High School Student*	0.8%	1.2%	1.6%	1.2%	1.6%	1.6%	1.7%	2.0%	1.6%	1.3%
Undergraduate from another College or University	—	—	—	0.2%	0.6%	0.6%	0.3%	0.7%	0.3%	0.6%

Regional Universities

Type of Admission	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
High School Graduate	92.6%	96.0%								
Equivalent High School Graduate	3.0%	2.7%								
Five Percent Waiver	0.3%	0.6%								
Other	5.0%	0.1%								
Regular Admission-Baccalaureate Program			97.6%	93.0%	96.1%	70.3%	97.6%	96.7%	97.0%	96.7%
Regular Admission-Associate of Arts or Science			0.6%	0.6%	1.6%	2.3%	1.1%	1.6%	0.6%	1.6%
Regular Admission-Associate of Applied Science/Cert.			2.6%	2.6%	2.1%	2.3%	1.1%	0.7%	1.6%	2.3%
Summer Provisional	0.1%	0.2%	1.6%	0.2%	0.1%	0.3%	0.3%	0.6%	0.1%	0.6%
Special Non-Degree Seeking Student			1.6%	0.6%	0.2%	0.3%	0.3%	0.6%	0.2%	0.6%
Alternative Admission			4.6%	6.7%	4.7%	3.6%	2.3%	2.6%	2.3%	2.6%
Adult Admission			0.6%	0.6%	0.2%	0.3%	0.3%	0.6%	0.2%	0.6%
Home Study or Unaccredited High School			0.3%	0.6%	0.2%	0.3%	0.3%	0.6%	0.2%	0.6%
Opportunity Admission			0.6%	0.3%	0.2%	0.3%	0.3%	0.6%	0.2%	0.6%
International Student Admission			0.6%	0.6%	—	0.6%	0.6%	0.6%	0.6%	0.6%
Concurrent Enrollment of High School Student*			0.3%	0.6%	1.6%	1.6%	1.3%	1.3%	1.7%	2.6%
Undergraduate from another College or University	0.1%	0.2%	1.6%	1.6%	2.1%	2.3%	2.1%	2.4%	2.6%	2.6%

Two-Year Colleges

Type of Admission	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
High School Graduate	94.1%	96.3%								
Equivalent High School Graduate	4.6%	3.0%								
Five Percent Waiver	0.6%	1.0%								
Other	1.3%	1.3%								
Regular Admission-Baccalaureate Program					not applicable					
Regular Admission-Associate of Arts or Science			66.3%	64.6%	66.6%	66.3%	66.1%	66.3%	66.3%	66.3%
Regular Admission-Associate of Applied Science/Cert.			33.6%	36.1%	36.6%	33.3%	36.6%	33.6%	33.6%	33.6%
Summer Provisional					not applicable					
Special Non-Degree Seeking Student			0.3%	3.3%	3.3%	16.7%	26.1%	19.3%	21.6%	16.3%
Alternative Admission					not applicable					
Adult Admission			11.3%	13.3%	8.6%	13.6%	9.1%	11.6%	13.6%	11.6%
Home Study or Unaccredited High School			0.7%	1.1%	0.6%	1.6%	0.6%	0.6%	0.6%	0.7%
Opportunity Admission			—	—	—	—	0.3%	0.3%	0.3%	0.6%
International Student Admission			0.6%	0.3%	1.6%	1.6%	1.6%	1.6%	1.7%	1.6%
Concurrent Enrollment of High School Student*	3.3%	3.6%	3.6%	1.6%	1.6%	3.6%	1.7%	1.6%	1.7%	1.6%
Undergraduate from another College or University	—	—	0.3%	0.2%	0.1%	0.6%	0.6%	1.2%	0.7%	0.3%

All Public Institutions

Type of Admission	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
High School Graduate	93.7%	96.1%								
Equivalent High School Graduate	3.6%	6.0%								
Five Percent Waiver	0.7%	0.7%								
Other	0.6%	0.1%								
Regular Admission-Baccalaureate Program	96.1%		96.1%	96.6%	96.6%	96.6%	96.1%	96.6%	96.6%	96.3%
Regular Admission-Associate of Arts or Science			96.3%	97.6%	97.6%	96.1%	96.6%	96.6%	96.6%	96.1%
Regular Admission-Associate of Applied Science/Cert.			16.6%	16.6%	16.6%	16.1%	16.6%	16.7%	16.6%	16.6%
Summer Provisional	0.1%	0.1%	0.6%	0.1%	—	—	0.1%	0.1%	0.1%	0.6%
Special Non-Degree Seeking Student			1.3%	1.6%	0.6%	0.7%	16.6%	11.6%	13.6%	9.6%
Alternative Admission			3.6%	3.6%	3.1%	3.6%	3.6%	3.6%	4.6%	4.6%
Adult Admission			3.6%	16.6%	0.1%	0.6%	0.1%	0.6%	0.6%	0.1%
Home Study or Unaccredited High School			0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Opportunity Admission			—	—	—	—	0.6%	0.6%	0.6%	0.6%
International Student Admission			1.6%	1.6%	1.7%	1.7%	1.6%	1.7%	1.6%	1.6%
Concurrent Enrollment of High School Student*	2.6%	3.6%	3.1%	3.6%	3.6%	3.6%	3.6%	3.6%	3.6%	4.1%
Undergraduate from another College or University	—	—	0.6%	0.6%	0.1%	0.6%	0.6%	0.6%	0.6%	0.6%

Note: Admission categories changed in Fall 1996. * replaces 'High School Student' and 'Still in High School' in previous admission categories.
— Indicates less than 0.1%

Source: CHEMS, UAS, SASSIM '72 report

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Table 18
Number of Alternative Admission Students
Fall 1996

Tier	Total Number Allowed	Total Number Enrolled	Percent of the Allowable Enrollment	Scholarship Athletes Who Enrolled		Average ACT	Average GPA	Average Hours Attempted	Average Hours Completed
				Number	Percent				
Comprehensive	652	660	101.8%	41	6.9%	19	2.53	14	13
Regional	765	581	75.9%	39	6.7%	17	1.78	13	9
Grand Total	1,917	1,041	68.8%	80	7.7%	18	2	14	11

Number of Alternative Admission Students by Race
Fall 1996

Tier	Total Alt. Admits	Caucasian		African American		Hispanic		Native American		Asian American		Total Minority	
		Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Comprehensive	660	306	66.3%	76	16.5%	18	3.9%	49	10.7%	12	2.6%	155	33.7%
Regional	581	406	69.9%	79	13.6%	19	3.3%	75	12.9%	2	0.3%	175	30.1%
Grand Total	1,041	711	68.3%	155	14.9%	37	3.6%	124	11.9%	14	1.3%	330	31.7%

Source: OIRAR, UDS, ALTADMS FSDIT 5 reports